



Brushy Creek Elementary

1344 Brushy Creek Rd.
Taylors, SC 29687

Grades	PK-5 Elementary School	
Enrollment	754 Students	
Principal	DeeDee Washington	864-355-5400
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Average
2008	Good	Average
2007	Good	Below Average
2006	Good	At-Risk
2005	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

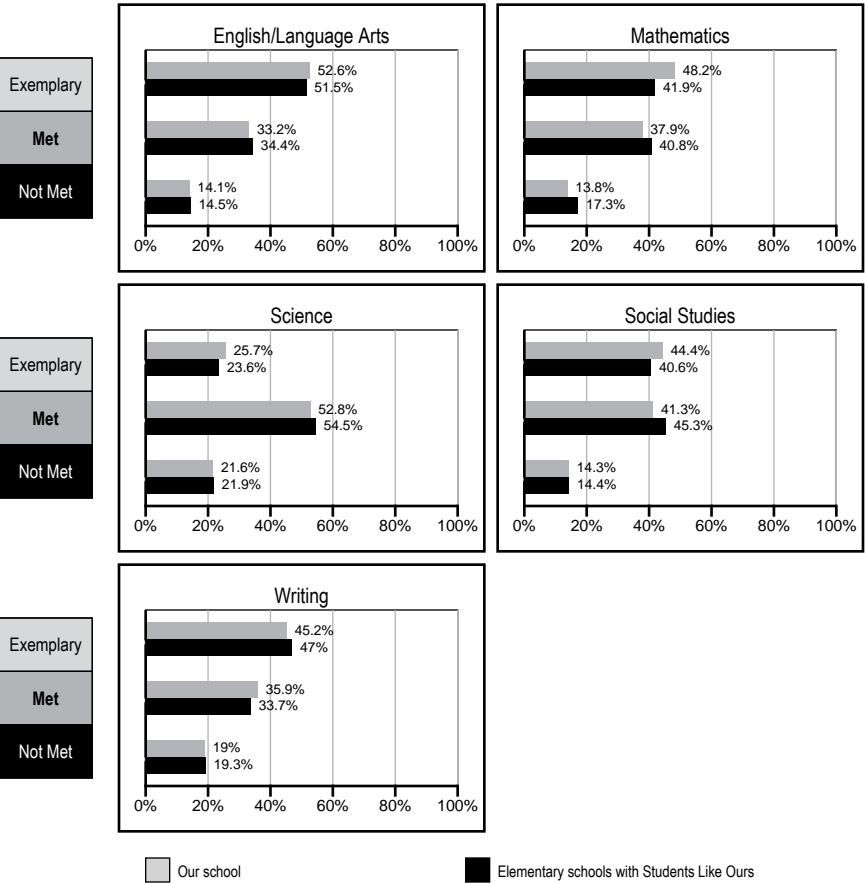
96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	11	7	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=754)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Up from 2.2%	1.7%	1.9%
Attendance rate	96.9%	No Change	96.7%	96.3%
Eligible for gifted and talented	20.7%	Down from 25.6%	17.9%	10.0%
With disabilities other than speech	11.8%	Down from 12.0%	7.2%	7.7%
Older than usual for grade	0.3%	Up from 0.0%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	57.4%	Up from 50.0%	60.9%	59.4%
Continuing contract teachers	93.6%	Up from 79.2%	82.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.2%	Down from 89.0%	86.7%	85.9%
Teacher attendance rate	96.4%	Up from 95.6%	95.6%	95.1%
Average teacher salary*	\$44,166	Up 3.1%	\$48,494	\$47,149
Professional development days/teacher	8.2 days	Up from 8.1 days	10.9 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	3.5	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 18.3 to 1	20.2 to 1	18.8 to 1
Prime instructional time	93.2%	Up from 91.3%	91.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,791	Up 9.4%	\$6,632	\$7,458
Percent of expenditures for instruction**	71.4%	Up from 70.4%	70.4%	68.8%
Percent of expenditures for teacher salaries**	65.1%	Down from 66.9%	67.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

We are very proud of the success we experienced during the 2008–09 school year. In a collaborative effort, all Brushy Creek stakeholders agreed on a shared vision and goals to guide our work during this school year. Our goals were based on the most recent PACT and MAP data and the Education Plan for the School District of Greenville County. Our school goals were set based on MAP data as we await the establishment of cut scores for PASS. Priority goals for student achievement included the following: improved student performance in Reading, Language, Math, and Science as measured by MAP. Several specific strategies were implemented to achieve these goals. Teachers participated in ongoing professional development, including two book studies; one on the implementation of differentiation in the classroom and the other on the implementation of research based strategies for increasing student achievement. Teachers also worked to increase the rigor of the instructional program as articulated in individual classrooms. Our teachers used MAP data to target individual strengths and weaknesses. This data was used to develop flexible groups for math instruction school-wide.

While we are focused on student performance, we believe that students are entitled to character education opportunities to maximize their full potential. Therefore, we decided to focus on this area as well. As a result of our efforts, our students participated in celebrating the International Day of Peace. Our entire school community came together to create pinwheels with slogans to promote peace. We celebrated by creating a giant peace symbol made of pinwheels on our school grounds.

At Brushy Creek, we continue to remain committed to raising the academic challenge and maximizing the performance of each student. We look forward to continuing the journey next year.

DeeDee Washington, Principal
Steffan Kelly, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	106	63
Percent satisfied with learning environment	100.0%	89.5%	87.1%
Percent satisfied with social and physical environment	97.2%	86.8%	95.2%
Percent satisfied with school-home relations	100.0%	86.8%	80.6%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 23 out of 23 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	378	99.7	13.6	32.4	54	91.5	84	82.8	Yes	Yes
Gender										
Male	212	99.5	14.7	35	50.3	89.8	80.8	79.3	N/A	N/A
Female	166	100	12.3	29	58.7	93.5	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	260	99.6	7.7	30.9	61.4	95.5	89.5	89.5	Yes	Yes
African American	63	100	29.8	38.6	31.6	80.7	72.7	73.7	Yes	Yes
Asian/Pacific Islander	14	100	25	16.7	58.3	75	93	92.3	I/S	I/S
Hispanic	33	100	23.3	40	36.7	90	74.8	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
Disability Status										
Disabled	69	100	47.6	25.4	27	61.9	52.5	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	41	100	28.2	30.8	41	84.6	74.5	75.1	I/S	Yes
Socio-Economic Status										
Subsided meals	126	99.2	28.4	30.3	41.3	80.7	74.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	378	99.7	13.4	38.4	48.3	90.1	80.9	78.9	Yes	Yes
Gender										
Male	212	99.5	13.2	35.5	51.3	89.3	79.6	77	N/A	N/A
Female	166	100	13.5	41.9	44.5	91	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	260	99.6	7.7	38.6	53.7	94.3	87	87.2	Yes	Yes
African American	63	100	36.8	33.3	29.8	75.4	66.3	66.7	Yes	Yes
Asian/Pacific Islander	14	100	8.3	33.3	58.3	91.7	94.3	93	I/S	I/S
Hispanic	33	100	13.3	50	36.7	86.7	75.3	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
Disability Status										
Disabled	69	100	42.9	38.1	19	60.3	48.1	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	41	100	15.4	41	43.6	84.6	76.2	76.1	I/S	Yes
Socio-Economic Status										
Subsided meals	126	99.2	29.4	41.3	29.4	78	70.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	242	100	20.8	51.3	27.9	79.2	71.3	67.5
Gender								
Male	133	100	20.6	46	33.3	79.4	70.8	67
Female	109	100	21	58	21	79	71.8	68
Racial/Ethnic Group								
White	168	100	13.1	54.4	32.5	86.9	79.5	79.5
African American	36	100	40.6	43.8	15.6	59.4	53	50.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	24	100	45.5	45.5	9.1	54.5	61.1	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.4	71.2
Disability Status								
Disabled	49	100	43.2	31.8	25	56.8	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	27	100	53.8	34.6	11.5	46.2	60.4	59.6
Socio-Economic Status								
Subsided meals	79	100	34.8	43.5	21.7	65.2	57.5	55.1

Social Studies

All Students	246	100	13.8	42.2	44	86.2	75.7	72.3
Gender								
Male	138	100	16.2	31.5	52.3	83.8	75.1	71.5
Female	108	100	10.8	55.9	33.3	89.2	76.3	73.2
Racial/Ethnic Group								
White	167	100	7.5	43.1	49.4	92.5	81.7	80.7
African American	44	100	24.4	46.3	29.3	75.6	61.5	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	19	100	18.8	37.5	43.8	81.3	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
Disability Status								
Disabled	44	100	51.3	38.5	10.3	48.7	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	26	100	28	28	44	72	69	67.9
Socio-Economic Status								
Subsided meals	83	100	29.2	43.1	27.8	70.8	63.9	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	378	96	18.7	36	45.3	81.3	72.9	70.2	96.9	96.5
Gender										
Male	214	96.3	21.4	38	40.6	78.6	66.4	63.2	96.9	96.4
Female	164	95.7	15.3	33.3	51.3	84.7	79.7	77.5	96.9	96.5
Racial/Ethnic Group										
White	258	96.5	13.4	35.3	51.3	86.6	80.5	79.1	97	96.3
African American	64	96.9	29.3	44.8	25.9	70.7	57.1	57.6	96.4	96.5
Asian/Pacific Islander	14	85.7	I/S	I/S	I/S	I/S	87.3	86.2	98	97.6
Hispanic	34	94.1	31	34.5	34.5	69	61.3	62.6	96.7	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.8	68.7	98.3	95.2
Disability Status										
Disabled	70	80	66.7	25.5	7.8	33.3	28.4	26.1	95.6	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	43	93	39.5	21.1	39.5	60.5	60.5	61.2	96.9	97.2
Socio-Economic Status										
Subsidized meals	122	92.6	39	35	26	61	58.8	58.9	95.9	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	138	100	13	22.1	64.9	87
	4	111	100	16.3	38.5	45.2	83.7
	5	129	99.2	12	38.5	49.6	88
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	138	100	10.7	32.1	57.3	89.3
	4	111	100	10.6	47.1	42.3	89.4
	5	129	99.2	18.8	37.6	43.6	81.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	68	100	24.6	46.2	29.2	75.4
	4	111	100	19	56.2	24.8	81
	5	63	100	19.6	48.2	32.1	80.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	71	100	6	25.4	68.7	94
	4	110	100	16.3	58.7	25	83.7
	5	65	100	18	32.8	49.2	82
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	138	96.4	13.4	29.9	56.7	86.6
	4	113	93.8	21	47	32	79
	5	127	97.6	22.6	33	44.3	77.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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